
UNIVERSITI SAINS MALAYSIA

Second Semester Examination
Academic Session 2006/2007

April 2007

**HET 522 – PERSPECTIVES IN ENGLISH LANGUAGE STUDIES:
LITERACY AND LITERATURE**

Duration : 3 hours

Please check that this examination paper consists of FOUR pages of printed material before you begin the examination.

Answer Four questions: TWO from Section A and TWO from Section B.

Section A

1. “Studying situated literacy in settings can give reading researchers and educators better tools with which to recognize literacy strengths in students, thus expanding their views of intelligence” (Darvin, 2006). Elaborate and discuss this statement in relation to various ESL or EFL contexts worldwide.

[100 marks]

2. To what extent can the Multiliteracies approach be used in various educational contexts to empower teachers and learners? Discuss, with examples, how this approach can promote the use of relevant and motivating strategies to empower a community of learners.

[100 marks]

3. “The theoretical framework that has come to be known as the New Literacy Studies encourages educators and researchers to examine the range of literacy practices that people engage in to mediate and make meaning of their lives outside the context of formal schooling. The New Literacy Studies not only encourage a critical re-examination of what counts as literacy but also broaden the definition of texts” (Schwartz & Rubinstein-Avila, 2006).

Discuss how this framework can encourage teachers to incorporate meaning making (from the myriad of popular culture texts e.g. comics, television, video games or *manga* [*Japanese for ‘amusing drawings’*]) and multimodality aspects in their teaching-learning encounters.

[100 marks]

Section B

4. “As teachers of English Literature in (a)...postcolonial context, it is no longer enough for us to talk ecstatically of the beauty of the English language, the magic of organic cohesion and the wonder of intuitive response. The function of English Studies in schools and universities in such a context should now go beyond the aesthetic. It should, above all, be part of the national agenda for postcolonial nation-building and, we, like other agents of change, should join the big search for national identity so necessary for the ethnogenesis of a nation” (Zawiah Yahya 1999). To what extent would you agree with the above proposition in the context of your own academic experience?

[100 marks]

5. Discuss how Fowler’s point of view model can be used to explain why readers are encouraged to empathise with Mrs Mallard in Kate Chopin’s “The Story of an Hour” (1894) although she (the former) goes against the culture text of her time by challenging basic beliefs and practices about male-female relations and about women’s dependency on men for survival and identity.

[100 marks]

6. EITHER

“Feminism...has been focused right from the beginning on gender because a thorough revision of gender roles seemed the most effective way of changing power relations between men and women. Since no one in their right mind will want to give serious power to a person who must be timid, dependent, irrational and self-pitying because she is a woman, the effort to purge the culture of such gendered stereotyping is absolutely crucial” (Bertens 2001). How far is this true in your reading of Che Husna Azhari’s selected stories in *Melor in Perspective* (1993)?

[100 marks]

OR

In Joseph Conrad's *Almayer's Folly* (1895) "(n)o one group is idealized; rather our sense is of a succession of displacements and power struggles, internally and externally fuelled by a common human greed. It is a world of multiple viewpoints, rich and historic, not the homogenous, self-congratulatory story of unenlightened, backward "them" and heroic, progressive "us", a Manichean opposition central, as Abdul JanMohamad has shown, to most of the day's colonial fictions" (White 1996). How far would you agree with White's views?

[100 marks]